



OUR MISSION

Project ACCESS provides support and technical assistance to school districts serving students with autism. Staffed with a resource specialist in autism, Project ACCESS offers to Missouri public schools: professional development opportunities, two tiers of autism consultation, and assistance with applied behavior analysis. These services are available on a statewide basis.

Project **ACCESS...serving Missouri since 1985**

Missouri's state education agency for autism was established by the Missouri Department of Elementary and Secondary Education, Division of Special Education (DESE) to enhance the development of professional skills in Missouri's teachers serving students with disabilities. Acknowledging a common vision, Missouri State University and the DESE entered into a partnership of commitment to ongoing professional development of all Missouri's school personnel.

Project ACCESS has designed professional development courses and trained professional credentialed individuals to present these courses for Missouri's RPDCs. These professional development opportunities are offered to Missouri school district educators, staff who work with youngsters, ages 0-21 years, who experience Autism Spectrum Disorder (ASD) and related disabilities.

Autism Consultation: Missouri Autism Consultants

Project ACCESS arranges visits from Missouri Autism Consultants (MACs) for school districts needing on-site consultations. Districts wanting this service should contact **Project ACCESS** Associate Director, Joanie Armstrong: 866-481-3841 (toll free) or email at: jea852t@missouristate.edu

MACs are trained by **Project ACCESS** in the philosophy of viewing the whole child within his or her environment and to structure programs to fit both the child and the school district.

Project ACCESS is proud of this cadre of consultants. They have all completed, at minimum, the Missouri Autism Institute and three days of **Project ACCESS** consultant training. Most MACs have even more extensive training and experiences working with students with autism in the schools.

Increasing Local Capacity: In-District Autism Consultants

At the request of a school district, **Project ACCESS** trains certified teachers to consult with colleagues serving students with autism within their own district. These In-District Autism Consultants (IDACs) complete a minimum of six days of Autism training and an additional three days of consultant training. IDACs serve in a consulting capacity at the discretion of their district, and do not provide consultation outside their districts.

Applied Behavior Analysis Consultants

In addition to the above resources, **Project ACCESS** also manages the Missouri Department of Elementary and Secondary Education (DESE) Applied Behavior Analysis scholarship recipients. At a school district's request, a list of Missourians with specialized training in Applied Behavior Analysis (ABA) can be provided for use in consultation services.

Need Some Training?

Autism trainings are now available through your Regional Professional Development Center (RPDC)

To access individual RPDCs, use link:
<http://education.missouristate.edu/rpdc/rpdc.html>

- ❖ **RPDC 1 Southeast RPDC**-Southeast Missouri State University-Cape Girardeau
800-401-6680
- ❖ **RPDC 2 Heart of America RPDC**-University of Missouri-Columbia
800-214-2753
- ❖ **RPDC 3 Kansas City RPDC**-University of Missouri Kansas City
800-555-9048
- ❖ **RPDC 4 Northeast Missouri RPDC**-Truman State University-Kirksville
888-878-7732
- ❖ **RPDC 5 Northwest Missouri RPDC**- Northwest Missouri State University-Maryville
800-663-3348
- ❖ **RPDC 6 South Central RPDC**-University of Missouri-Rolla
800-667-0665
- ❖ **RPDC 7 Southwest Missouri RPDC**-Missouri State University-Springfield
800-735-3702
- ❖ **RPDC 8 St. Louis RPDC**-University of Missouri-St. Louis
800-835-8282
- ❖ **RPDC 9 Central RPDC**-Central Missouri State University-Warrensburg
800-762-4146

Available Trainings

Introduction to Autism

The "Introduction to Autism" is a two day training and is a prerequisite to attending other autism trainings. It is designed to give educators an overview of autism as an educational disorder. Essential methods for assessing behaviors are taught and basic programming strategies are introduced. Topics to be covered will include: definition of autism and eligibility criteria for special education and related services; descriptions of sensorimotor integration issues, communication issues, social and relatedness issues assessing behaviors for their messages; the social stories teaching strategy; structuring and scheduling in the classroom; and some essential features of effective programming for students with autism.

Target Audience: Any educator or school staff member working with students with autism, parents and administrators.

For the Regular Teacher: Including the Very Special Child

This two day training has been developed to address the needs and concerns of general educators serving students with challenging behaviors and alternate/parallel curriculum needs. **Taking this workshop is equivalent to attending the Introduction to Autism training and prepares you for the Working with Students with Autism in the Schools workshop.** Teachers will learn how to fit IEP objectives into their regular class work and what types of accommodations/adaptations of activities and materials that can be used in the regular classroom. Additionally, general educators will learn how to use a Para educator effectively, the first steps in behavior management, how to document classroom needs, and will identify additional professional development needs for themselves and their teams.

Target Audience: General Education teachers, process coordinators, special education teachers and administrators.

Working with Students with Autism in the Schools (WASS)

This four day autism training will explore educational strategies, environmental and curricular modifications for serving school aged students with autism. Presented in two, two day sessions with approximately four weeks between the two sessions, the split four day training format allows participants the opportunity to go home, try out strategies, bring back questions and formally report on their experiences. It is advised that school districts send teams (at least two people) in order to get the most out of the collaboration activities. Topics to be covered include specific ways to analyze and alter the environment; analyzing behavioral data to determine appropriate interventions; developing effective programs through IEP writing; creating a system for organizing educational strategies; teaching new skills and behaviors to students; and working in collaborative teams to achieve the most success. Discover information about behavior and reinforcement, social skills training, augmentative and alternative communication, and functional communication training. *Attending the Introduction to Autism training **OR** For the Regular Teacher, Including the Very Special Child training is required before attending the WASS.

Target Audience: Any educator or school staff member working with school aged students with autism and administrators.

Early Intervention for Young Children with Autism (EIYCA)

This four day training is for educators who are, or will be, working with preschool students with autism and content specific to communication, behavior and curricula issues. Presented in two, two day sessions, with several weeks between the two sessions, participants have the opportunity to go home, try out strategies, bring back questions, and formally report on their experiences. It is advised that districts send teams (at least two people) in order to get the most out of the collaboration activities. Topics to be covered will include: systematic ways to address problems through altering the environment, altering the curriculum and through teaching new skills; choosing effective methodologies, merging special and general education, and discussing current trends and topics in early intervention.

*Attending the Introduction to Autism training **OR** For the Regular Teacher, Including the Very Special Child training is required before attending the EIYCA.

Target Audience: Any educator or staff member working with students with autism age 3 to 5 years, and administrators.

Functional Communication Training: Supporting Communication in Verbal and Nonverbal Individuals with Interfering Behaviors (FCT)

This three day training addresses ways of supporting communication in verbal and nonverbal individuals with interfering behaviors. Functional communication training is a highly effective and research based strategy.

This training works best if:

- ❖ Teams of at least two persons attend together
- ❖ Each team identifies a focus student with inappropriate communication with whom the participants have access.
- ❖ Attendance and completion of "Introduction to Autism"

Target Audience: Special education teachers, administrators, paraprofessionals, and speech language pathologists.

Working With Very Young Children with Autism in Discrete Trial Formats (DTT)

Two days of intense training in the discrete trial strategy! Learn about Applied Behavior Analysis (ABA) and determine how to use and implement DTT (a behavior strategy used within the umbrella philosophy of ABA) in an application of the ABA methodology. Participants will learn how to use this research based strategy within the context of applied behavior analysis. Instruction will focus on using this method with children ages 2-6 years. Participants will learn how to determine whether discrete trial training methods would be helpful to a child, how to begin DTT formats with a child, look at ways to integrate this method into the special and regular classroom and curriculum, and explore ways of how to expand and/or fade the use of discrete trial training. The pros and cons of choosing any method as an exclusive program for a child will be discussed. First Steps service providers and early childhood special educators will benefit from this training.

*Attending Introduction to Autism **OR** For the Regular Teacher Including the Very Special Child is a prerequisite.

Target Audience: Any special education teacher, administrator, paraprofessional or other related services provider working with youngsters who receive services using the ABA methodology.

Sensorimotor Integration and the Student with Autism (SI)

Students with autism and related disorders of communication and behavior have difficulties in the way they process sensory information. Their senses of vision, hearing, touch, movement, taste, and smell are often poorly integrated. Such lack of integration may affect behavior, academic performance, functional self-help skills, and school performance. This seminar will focus on understanding the role of sensorimotor integration in the diagnosis and educational treatment of students with autism. Methods of infusing sensorimotor integration in the classroom and activities throughout the day will be discussed. Learn about sensorimotor issues frequently experienced by children with autism.

*Attending the Introduction to Autism training **OR** For the Regular Teacher Including the Very Special Child training is suggested prior to attending this seminar.

Target Audience: Special education teachers and administrators, paraprofessionals and physical and occupational therapists. **Check your RPDC for availability after November 2005**

Services for Very Young Children (Toddlers) with Autism Spectrum Disorders

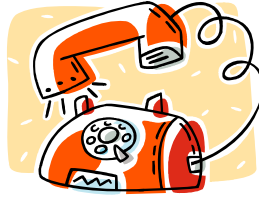
During this two day training, learn behaviors that may be observed in young children who might need further evaluation for autism spectrum disorders. Receive guidelines on how to generalize skills learned in clinical or educational settings to the home environment. Learn considerations for evaluating therapies for children with autism.

Target Audience: Anyone working with infants and toddlers including early intervention providers, Services Coordinators, childcare providers and Parent Educators. **Check your RPDC for availability after September 2005**

Early Identification of Young Children with Autism Spectrum Disorders

Discover key components to consider when deciding if a child needs further evaluation for autism. Learn about referral to First Steps or Early Childhood Special Education services.

Target Audience: Anyone working with infants and toddlers who might make a referral for consideration for special services including early intervention providers, Services Coordinators, childcare providers and Parent Educators.



Contact Project ACCESS

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